



# newsletter



August 2016

"Together we make a family!"



Follow us on Twitter and like us on Facebook!

Two great ways for you to keep up to date with all the latest news from the KingsWellies gang!

## Olympic Games, Aberdeen Football Club and Pyjama Drama

We have really enjoyed learning all about the Olympic Games this term.

We learned about the flags from our own countries, looked at maps of the world, learned about different cultures, know how to keep our bodies healthy, tasted lots of healthy foods, made Olympic mascots, designed and made medals and Olympic rings, made Olympic cupcakes, designed and made Olympic torches (Scott showed us a real FIRE one), tried Samba dancing, did lots of counting in our teams and during our races, made an Olympic medal chart and watched the news every day. We also set up our own mini Olympics races (at the multi-purpose court) and loved timing ourselves on our obstacle courses.

Aberdeen Football Club coaches also came to train with us. Birgie told us all about different sports and worked on our speed, balance, agility, ball skills and team work. Pyjama Drama helped us to believe that we were all proud gold medallists! We even held an exciting closing ceremony where we all got a medal!

Our Wellie Beans children are now working in learning teams / groups. Each group will be very involved in choosing what they would like to learn about whilst at nursery. Look out for our topic webs, floor books and learning plans.



## Parent and Child Consultations

Thank you for your contributions towards our consultations. Your opinions and feedback mean a lot to us!

Paul is going to be developing a SENSORY AREA in our garden. He will be using your suggestions and those of the children too.

Marcia is also reviewing our snack and dessert menus. Thank you for helping us by writing some suggestions for healthy snacks and desserts on to our planner. Marcia will use these to update our menus. We will share these with you shortly.

Please remember to comment on our Core Values – are we getting these right?

## Chickens – they have names!

Our chickens have been named by the children!

We have Rocky, Jaws, Princess H, Nippy, Speedy, Gayle and Deidre! They are real characters and are very friendly! Rumpole and Ziggy especially like them!



## Spree Books

Please return your spree book or money to the nursery office by 5<sup>th</sup> September. The nursery will receive a minimum of £4 for every book sold. This will be used to purchase new resources for the children. Huge thanks.

## Staffing Update

We are delighted to welcome our new staff members. All have fitted in very well to the KingsWellies team!

**Caroline**



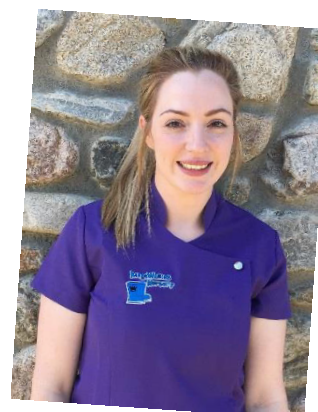
**Natalie**



**Natalie**



**Rachel**



All staff will also wear name badges and their photos are up outside each room. Unfortunately Jodie will be leaving us at the end of September to return to Elgin. We will REALLY miss her but want to wish her all the VERY best for the future. There will ALWAYS be a job at KingsWellies for you Jodie! Nicole is also leaving us to start a new learning journey at college! Good luck Nicole!



## **Aberdeen City Pre-School Funding for children aged 3 years and over**

If your child is aged three or over you will be entitled to receive funding for 600 hours of annual childcare from Aberdeen City Council. Even if you have received funding for this current session (2015/2016), you must complete a NEW form for session 2016/17. Please collect a form from Kerry or the main office. Please complete these and return to Kerry (with proof of DOB) AS SOON AS POSSIBLE. As soon as I receive them, I will forward directly to the Council on your behalf.

Application forms received on or before 31<sup>st</sup> August 2016 will be included in the Term 1 payment which KingsWellies will receive from the Council by 30<sup>th</sup> September 2016. We will then deduct your funding for term 1 in three equal instalments from your October, November and December invoices. Terms 2 and 3 payments will also be deducted in three equal instalments from January, February, March and April, May and June.

### **Congratulations to Aimee and Rachael**

Aimee has just completed her SVQ3 in Business and Administration. She achieved this in record time and we are VERY proud of her! This is a real achievement whilst also working full time. Well done Aimee!

Congratulations also to Rachael who has completed her Working Rite apprenticeship and has now been employed on a full time basis by KingsWellies. Well done Rachael – you have worked VERY hard and are a real asset to the Wellies team!



Rachael



Aimee

### **What is happening weekly during this term?**

**Monday** – PE with Birgie

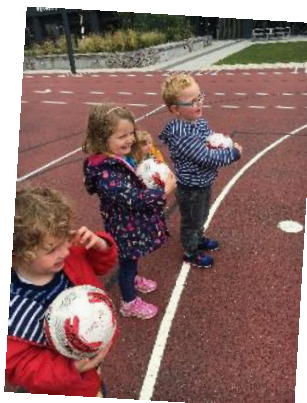
**Tuesday** – Pyjama Drama

**Wednesday** – Pyjama Drama with whole nursery. Focus on the stories of Roald Dahl, starting with Charlie and the Chocolate Factory

**Thursday** – Pyjama Drama and Jo Jingles

**Friday** – Jo Jingles and Football Training (at the multi-purpose court)

**Ongoing visits** - Childsmile. We will be learning how to brush our teeth properly!



## Child Protection and Health and Safety

Please can I remind all parents to ring the bell outside each room when dropping off or picking up your child/ren. A member of staff will answer the door to you as soon as possible. These are very busy times of the day and the health and safety of our children is always our first priority. Many thanks.

## Additional Ad Hoc days, Holidays/Illness days and Swapping Days

If you would like to book any additional ad hoc days then generally this is no problem. Please just drop Kerry an email or phone the nursery and we will do everything that we can to accommodate you.

As you are aware, when you secure your place at KingsWellies, it is booked for 50 weeks of the year. Unfortunately children who are on holiday or who are ill, cannot be given a discount in their fees. This is because we still have to employ all of our staff and pay all of our outgoings even when children are absent. This is the same policy in the vast majority of nurseries.

Unfortunately we are also unable to swap days. We look at our projected numbers for the children who will be in attendance, two weeks in advance. This information is then used to book lunches, buy snacks, book activities and make up staff rotas. If we agreed to swap everyone who made this request, we would never be able to predict our numbers and therefore fulfil our staffing ratios.

I am extremely sorry that I cannot be more flexible with this but it would be impossible to accommodate everyone's requests. I hope that you understand.

## WOW – Look how smart we look!

Catherine, Chloe, Rebecca and Jude all LOVED their first day in Primary 1! Lance has started P2! Good luck boys and girls!

Look at Thomas in his kilt! He looks VERY handsome and all of the guests at the wedding thought he was adorable!

Ruby would like you to tell her which school your pre-school child will be going to. This will help us to plan groups, transition, activities and is very helpful information for the nursery.

Thank you.





## Football Training

We are going to be starting football training on a weekly basis with our Wellie Beans children. Alison from Aberdeen Football Fun will be working with us every Friday. Our younger children will be our supporters and will cheer the teams on! Alison also has additional spaces available (outwith nursery times) at Airyhall, Kingswells and Westhill. If you would like additional information please email her on [alliemcleod@googlemail.com](mailto:alliemcleod@googlemail.com) or visit the website on [www.aberdeenfootballfun.co.uk](http://www.aberdeenfootballfun.co.uk)

## Environmental Health Visit

We recently had our annual Environmental Health Inspection. I am delighted to say that we passed with flying colours and the Inspector commented that we were, "top of the class!" Well done to Shona and all staff for ensuring that these high expectations are met on a daily basis.

## Reverse Parking and Disabled Spaces

A number of parents have complained recently about the number of people who are failing to reverse park and those who are using disabled spaces when not authorised to do so. PLEASE can I ask EVERYONE to abide by these rules. These are in place to protect the health and safety of our stakeholders. Many thanks.



## KingsWellies Polices of the month

I am currently writing our **Nursery Improvement Plan for session 2016/17** and I will share this with you in our September Newsletter. You can access a hard copy in our nursery reception. Our Improvement Plan also includes our Care Inspectorate Action Plan. Please give us your comments on these important documents.

This month we have attached our "Health and Wellbeing Policy" and our "Arrivals and Departures Policy" for your information and comments. All of our policies can be found on our website and also outside each room. Your feedback is very important to us.



## Comments, Compliments and Concerns

Please give us your feedback, good and bad! We are a very reflective nursery and genuinely want only the very best for all of our children, families and staff!

*If you would like this newsletter or any other documentation translated in to another language or an alternative reading format, please do not hesitate to contact us.*

# Health and Wellbeing Policy

<b>Published</b>	October 2014 (V1)
<b>Revised</b>	Session 2017/18



## **Health and Wellbeing Policy**

Learning through Health and Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every member of KingsWellies Nursery staff to contribute to learning and development in this area.

### **Experiences and Outcomes**

A variety of activities have been created for Early Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence. These have been structured underneath the following organisers:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport (see Dunnottar Expressive Arts Policy)
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood (see separate Dunnottar Policy)

KingsWellies Nursery staff are expected to identify appropriate learning and teaching styles to suit the needs of their children while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Everyone within each learning community, whatever their contact with children, shares the responsibility for creating a positive ethos and climate of respect and trust.

### **Working with Parent/Carers**

The positive and continuing engagement of parents is essential to ensure the aims of this policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the nursery session.
- Communication with parents and carers on health and wellbeing themes and health related issues in nursery
- Engagement with parents on how to deal with sensitive health issues such as Sex
- Education
- Opportunities for parents to work with the nursery and support the learning of children.

### **Working with the community**

KingsWellies Nursery staff demonstrate sensitivity and non judgemental attitudes when considering the lifestyles, life circumstances and cultural diversity of the pupils, their families and the broader local community.

KingsWellies Nursery staff should encourage positive qualities in children of self esteem, confidence, initiative, resilience and emotional intelligence to ensure children can become responsible, caring and effective contributors to their community.

## **Working with other professionals and outside agencies**

KingsWellies Nursery welcomes the involvement of all professionals committed to Improving the health and wellbeing of our children through our health and wellbeing programme.

To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctors
- School Nurses
- Health Visitors
- Road Safety Officers
- Health Promotion Team
- Dentists
- Active Schools Co-ordinator
- Speech and Language Therapists
- Community and Learning Development
- Fire Service
- Educational Psychologist
- Social work department

## **Learning and Teaching**

Health and Wellbeing may be taught in the following ways:

- As a discrete topic
- As part of RME and Social Studies
- Spontaneously, in response to situations or news stories
- Development of enquiry, critical thinking and problem solving skills
- Personal reflection and independent learning
- Collaborative discussion and debate
- Active learning and planned, purposeful play
- Through volunteering in the community and outdoor education
- Through links within an interdisciplinary learning project
- Through cross curricular programmes of work

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage learners to recognise that the knowledge, skills and attitudes identified are inextricably linked. Differentiation in the children's responses and behaviour will reflect their broad level of development.

Health and Wellbeing can be an opportunity for children to feel valued as part of a whole class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

Nursery staff will select the most appropriate class organisation according to the kinds of activities which are taking place. These could be:

- Whole class
- Group methods
- Working in pairs
- Individual work



Discussion of issues and sharing of the children's ideas and opinions will be encouraged. Where appropriate, links will also be made with the rights and responsibilities that children are entitled to. It is the responsibility of every member of nursery staff to provide learning and teaching opportunities which:

- Engage children and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- Take account of research and successful practice in supporting the learning and development of children, particularly in sensitive areas such as substance misuse
- Use a variety of approaches including active, cooperative and peer learning and effective use of technology
- Encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment
- Encourage children to act as positive role models for others within the nursery and local community
- Lead to a lasting commitment in children to follow healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- Help to foster health in families and communities through working with a range of professions, parents and carers, and children and enables them to understand the responsibilities of citizenship
- Harness the experience and expertise of different professions, including developing enterprise and life skills

### **Assessment**

Assessment in Health and Wellbeing will focus on children's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood and their social and life skills.

Evidence of progress in Health and Wellbeing comes from what children say, write and do. Children's learning experiences will involve learners in talking, writing, practical activities, personal planning, assessing risk, decision making.

Assessment, recording and reporting of Health and Wellbeing will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values. Assessment may focus on, for example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in nursery, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

In assessing Health and Wellbeing KingsWellies staff are likely to use:

- Day to day learning
- Assessment tasks
- Observation of children's' ability to listen, express opinions and help others
- Evidence from pictures, writing and drawing and other artefacts produced by children
- Discussion

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages children to achieve their full potential
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher evaluation
- Both formal and informal
- Useful and provides information which is shared with children, and where appropriate parents and other agencies

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Health and Well being will be carried out by the Nursery Manager / Nursery Director and is set within KingsWellis Nursery quality assurance framework.

### **Recording and Reporting**

A child's performance in Health and Wellbeing is discussed with parents at parent's evenings and is reported upon in school reports.

Parents are welcome to contact the school at any time if they have any concerns or queries regarding their child's involvement in the Health and Wellbeing programme.

### **Equal Opportunities**

Equal opportunities means ensuring that all children, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop their own potential. Such an education recognises the uniqueness of the individual through ensuring that all children:

- Are equally valued, respected and cared for
- Have access to the full range of appropriate activities and outcomes

### **Forward Planning**

Our Nursery staffs' forward planning takes account of:

- Long-term(yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile/kinaesthetic
- Setting targets/assessment criteria which specify what children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work and homework
- Cross-curricular links
- Both interdisciplinary and disciplinary learning opportunities

### **Continuity and Progression**

The Health and Wellbeing programme of study at KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Health and Wellbeing and has taken into account the views expressed by parents, pupils and staff during the ongoing consultation process.

The Health and Wellbeing programme has been designed to build from the children's own experiences and levels of understanding in the Early Years.

As they progress through the programme, pupils will build on their prior learning and gain a deeper understanding of their own and others' motivations, attitudes, beliefs and behaviours. The learning expectations are progressively greater as children go from stage to stage.

The intention of the programme of study is to make learning easier and more accessible for our children. By building on their knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about Health and Wellbeing education and all of the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. Health and Wellbeing experiences and outcomes encourage links with other areas of the curriculum to provide learners with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

KingsWellies Nursery staff are able to organise and group the experiences and outcomes in different and creative ways to bring together various elements of learning as well as the wider community.

In KingsWellies Nursery, we will focus on the following Early Level Health and Wellbeing priorities on a 2 year rolling programme with our older children:

#### **Year 1**

- Mental Health
- Food and Oral Health
- Physical Activity

#### **Year 2**

- Alcohol, Tobacco and Drugs
- Sexual Health and HIV
- Accident Prevention

### **The Learning Environment**

For effective learning and teaching in Health and Wellbeing the learning environment should:

- Stimulate and promote problem solving, discovery, experimentation and enquiry
- Promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- Encourage practical activities which are stimulating, challenging and safe
- Provide appropriate differentiation, giving every child opportunities to succeed
- Provide children with appropriate materials and equipment
- Provide a playroom ethos which is supportive of all children
- Create opportunities to place Health and Wellbeing in the wider context

### **Organiser- Physical Education, Physical Activity and Sport**

#### **Aims**

Children should encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all children.



## Key Principles

Physical Education, Physical Activity and Sport will:

- Improve aspects of fitness
- Develop personal and interpersonal skills and attributes
- Develop skills necessary to participate in a range of physical activity, sport, dance and outdoor learning
- Be purposeful, challenging, progressive and enjoyable
- Have choice built in for learning

Physical Education, Physical Activity and Sport should provide all children with opportunities to:

- Engage in purposeful and enjoyable physical activities
- Develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts
- Develop self awareness, confidence and cooperative relationships with others( including team sports and games) and the ability to meet challenges presented in a variety of physical settings
- Develop critical appreciation of their performance and those of others and demonstrate qualities of good sportsmanship

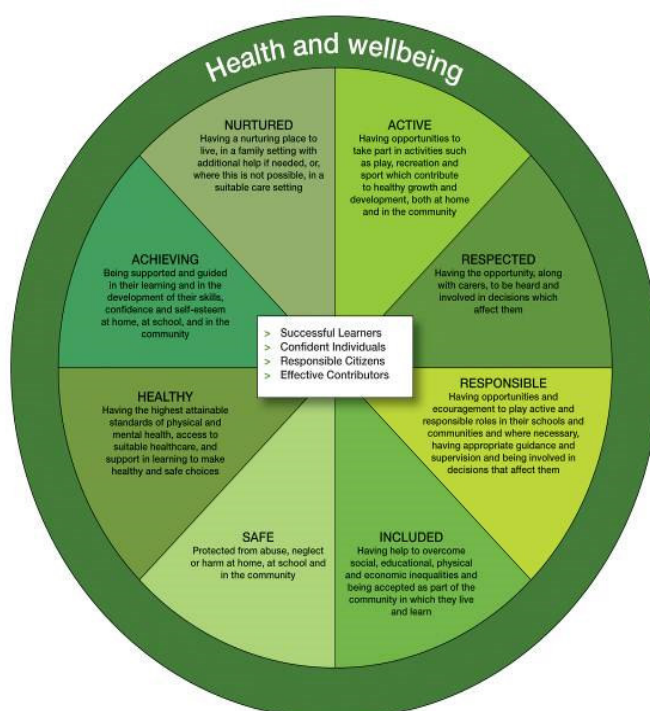
In Physical Education, Physical Activity and Sport, KingsWellies children will focus on developing

- Physical education
- Cooperation and competition
- Physical activity and sport
- Physical activity and health

At KingsWellies Nursery, physical activity and sport will take place in the playroom, during travel such as walking and cycling, in the outdoor environment, through Forest Schools and in the community.

**Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum and will be a key focus at KingsWellies Nursery.**

The diagram below illustrates the shared vision and common goals for KingsWellies Nursery in relation to the Health and Wellbeing Curriculum at Early Level:



# Arrivals and Departures Policy

<b>Published</b>	March 2015 (V1)
<b>Reviewed</b>	March 2016 (V2)
<b>Revised</b>	Session 2017/18



## **Arrivals and Departures Policy**

At KingsWellies Nursery we give a warm welcome to every child and family on their arrival.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key worker). The staff member receiving the child immediately checks that his/her arrival has been recorded by the parent/carer on the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child to be given medicine during the day the staff member must ensure that the medication administration form is completed and the Administration of Medication policy and procedure is followed.

If the child is to be collected someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification is also always required for the designated adult. Parents are informed about these arrangements and reminded about them regularly.

The child's key worker or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent, e.g. meals, sleep time, activities, interests, progress and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number. On departure, the staff member releasing the child must mark the child register immediately to show that the child has left the premises.

### **Late Collection or No Collection**

If a child has not been collected from the nursery after a reasonable amount of time (30 minutes) has been allowed for lateness, we will initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times the nursery will plan to meet required staff ratios
- If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the Social Services Emergency Duty Team



- The nursery will inform the Care Inspectorate as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of £10 per hour will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

### **Arrivals and departures of visitors**

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book.